



THE EFFECT OF CHARADES GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF MTS MATHLA'UL ANWAR BINUANGEUN WANASALAM LEBAK-BANTEN IN ACADEMIC YEAR 2023/2024

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Abstract:

These skills are supported by learning elements such as structure, vocabulary, pronunciation, grammar, and spelling. One of them is vocabulary, vocabulary is also a language component that plays an important role in language learning. This research paper aims to determine The Effect of Charades Game Towards Students' Vocabulary Mastery at the Eighth Grade Students of MTs Mathla'ul Anwar Binuangeun Wanasalam Lebak-banten. This study uses a quantitative approach with a quasi-experimental design research method, which uses three concepts, namely, pre-test, treatment and post-test. The population was 144 students and the samples of this research was 72 students that consisted of 36 students of experimental class and 36 students of control class. The result of post-test both experimental class and control class, after getting the treatment the result of experimental class 65.83 and control class is 62,08, it means the result of experimental class is higher than control class. Based on the data above, the charades game showed better results in the experimental class than the control class.

Keywords: *Charades game, vocabulary, skill*

Pendahuluan

English as an international language has a very important role especially in the educational aspect (Rao, 2019). Due to English is very important, the government decided to make English as one of the subjects taught from elementary school to university (Kensaku, 2013). Teaching English at each level is different, as well as teaching at the junior high school level, all students need teaching that is very enjoyable. English also has four skills that students must learn and master. The four skills are listening, reading, speaking, and writing. In addition, Supina (2018) "suggests that language educators have long used the concept of four basic language skills: listening, speaking, reading, and writing.

These skills are supported by learning elements such as structure, vocabulary, pronunciation, grammar, and spelling (Waugh et al., 2021). One of them is vocabulary,

vocabulary is also a language component that plays an important role in language learning (Fatima & Khan, 2017; Schmitt & Schmitt, 2020; Susanto, 2017). Without inadequate mastery of vocabulary students are unlikely to master the four English skills mentioned earlier, and then students are also unable to speak or communicate in English properly. Therefore vocabulary can be categorized as one of the most important language elements that must be mastered by students. Vocabulary mastery sometimes cannot be achieved optimally without good me and methods (Handayani, 2021). Vocabulary includes a collection of words, which are recognized not only as individual words, but also as groups that have meaning (McKeown, 2019). Students also haven difficult understanding the text if they do not know the words in a text.

In speaking also students would experience difficulties or problems if students only master a small vocabulary at the Mts Mathla'ul Anwar school, English is also a compulsory subject for students to learn; In fact, English is also an important subject. Many problems are found in schools where students' Vocabulary skills are lacking, students' average scores are very low, and students' motivation to learn English is also very lowd. Resulting in relatively very week students in English, weaknesses in vocabulary mastery. Students also experience great difficulties in memorizing vocabulary. In addition, the lack of media and teaching techniques which are very monotonous is the cause of this problem (Hafidz Zaid, 2022). Teaching vocabulary to junior high school students is also not easy. They have the characteristic of requiring very clear teaching. The teacher must also play an important role in vocabulary mastery. In this case also the teacher really needs to develop, support, and motivate to explore the basic abilities of students so that students can practice mastering the vocabulary material being though. Young learners must have specific learning needs. They learn best when they were involved, they also have the opportunity to experiment of their own (Kolb, 2014).

Based on the conclusions above, that vocabulary is very important to help students to master student vocabulary better, therefore vocabulary is very helpful for students in correct pronunciation. Charades game is one of educational game that can be used in teaching vocabulary. Grizioti (2021) states that charades game is a game imitate the individual parts of a word. In addition Rahmah, A., & Astutik, Y. (2020). States that charades game is a game to make a mental image of a word to aid in recalling the word. It mean charades technique could help students in improving vocabulary and could help the students to remember the words easier. Based on the explanation above, the researcher concludes that charades game is a game that able to help students know and memorize the meaning of show more content. Used pictures an also an excellent medium for teaching vocabulary so students would more easily understand what they see and very easy to memorize. Charades game are also one of the media used to improve vocabulary mastery in students. Images are also very easy to use arouse students' curiosity in learning vocabulary. For Eighth Graders Mts Mathla'ul Anwar Binuangeun, used pictures and media that are useful and very interesting in the leaning process so that students are more interactive. Students are also motivated and having fun in class. From the problems above and the importance of vocabulary mastery, this research is interested in conducting research entitled " The Effect of Charades Game

Toward Students' Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanasalam Lebak Banten in Academic Year 2023/2024.

Research Method

In this research, the researcher would used quantitative approach. According Melissa and Gortzen (2017) "quantitative research methods are concerned with collecting and analyse data that is structured and can be represented numerically". Moreover, "in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs" (Creswell, 2015).

Based on the statement above, the researcher could conclude that this quantitative approach is a research approach used as a measuring tool or data analysis that is quantitative or statistical to test the effectiveness of the hypothesis. In the research design, the researcher would used experimental design by using quasi-experimental. According to White and Sabarwal (2014:2) "Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups". Furthermore, Creswell (2015) states:

The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups.

In the experimental group, the researcher would be applied the charades game as a learning medium. Meanwhile, the control group will teach by general teaching or be called a conventional method. In the first research, the researcher would given a pre-test of the experimental group and the control group to measure the extent to which student's vocabulary abilities. At the end of the research, the researcher would given a post-test to prove the significant effectiveness after being given treatment to the experimental group and prove the difference between the group that has given treatment and that is nothing given treatment.

Result of The Research

A. Analysis of the data

1. Normality Test

In this research, the writer determines the pre-test and post-test scores for the experimental and control classes by using SPSS 22 program (González-Alonso et al., 2020; Kara & Abdulrahman, 2022). It is utilized to investigate normality of the data that will be examined to see whether both classes have a normal distribution. To analyze normality data the writer uses Kolmogorov-Smirnov with the level of significant 5% ($\alpha=0.05$). The following step the writer uses the following formula to analyze the normality of the data:

If Significant > 0.05 = data is normal distribution

If Significant < 0.05 = data is not normal distribution

Here are the steps of calculating the normality data used Kolmogorov-Smirnov by using SPSS 22 for windows program:

- a. Open the SPSS software

- b. Click the variable view to named the column
- c. Filling the name column with result in the first column and class in the second column.
- d. Filling the label column with students learning in the first column and class in the second column,
- e. Filling the value column with label 1 for pre-test experimental, label value 2 for post-test experimental, label 3 for pre-test control and label 4 for post-test control.
- f. Click the data view to add the data
- g. Add the data in the column.
- h. Click analyze – descriptive statistics- explore.
- i. Add result to dependent list and class to factor list.
- j. Click plots and chose normality plots with test-continue.
- k. Click OK.

The result of the tests normality of pre-test and post-test by using computer-assisted program SPSS 22 version could be seen as follow:

Table 1. Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
students learning	pretest experimental	.156	36	.026*	.920	36	.012
	post-test experimental	.182	36	.004*	.908	36	.006
	pretest control	.164	36	.015*	.893	36	.002
	post-test control	.172	36	.009*	.892	36	.002

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above, it can be seen that the significant of data experimental and control class used Kolmogorov-Smirnov is higher than 5% (>0.05), where for pre-test experimental class is $0.200 > 0.05$ and post-test $0.200 > 0.05$, while pre-test control class is $0.191 > 0.05$ and post-test is 0.123 . As the result, that the score of data each class is in normal distribution.

2. Homogeneity Test

In this study, the homogeneity test Levine test performed on program windows using SPSS 22 and the following criteria:

1. If the significance value of sig > 0.05 the data is homogenous
2. If the significance value of sig > 0.05 the data is not homogenous

Here are the steps of calculating homogeneity data used levyne test by using SPSS 22 foe window program:

- a. Open the SPSS software
- b. Click the variable view to named the column.

- c. Filling the name column with result in the first column and class in the second column.
- d. Filling the label column with students learning in the first column and class in the second column.
- e. Filling the value column with label 1 for pre-test or post-test experimental and label value 2 for pre-test or post-test control.
- f. Click the data view for add the data
- g. Add the data in the column.
- h. Click analyze –compre means – one way ANOVA.
- i. Add result to dependent list and class to factor list.
- j. Click options and chose homogeneity of variance test.
- k. Click OK.

The result of the homogeneity test could be seen on the table bellow:

Table 2. Test of Homogeneity of Variances Pre-Test Experimental Class and Control Class

students learning			
Levene Statistic	df1	df2	Sig.
.701	6	27	.651

The data is homogeneous if the significance is higher than level significance 5% ($> \alpha=0.05$) (Kozak & Piepho, 2018). Based on the table above, the data of pre-test both experimental class and control class are homogeneous, because the score of significance is higher than level significance, that the score is $0.167 > 0.05$. As the result, pre-test of experimental class and control class have the identical variants

Table 3. Test of Homogeneity of Variances Experimental Class and Control Class

students learning			
Levene Statistic	df1	df2	Sig.
4.279	6	27	.004

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% ($> \alpha=0.05$). Based on the test homogeneity above it is proven that the score of significance is higher than level significance, where $0.49 > 0.05$. As a result, it is determined that the data are homogeneous, which mean that post-test both the experimental class and control class have the identical variants as well (Bahari, 2023).

3. Hypothesis Test

In this research the hypothesis test used a statistics test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program for windows the criteria:

1. If sig (2-tailed) < 0.05 , H_0 is rejected and H_a is accepted.
2. If sig (2-tailed) > 0.05 , H_0 is accepted and H_a is rejected.

Here are the steps of T-test calculation :

- a. Open the SPSS software
- b. Click the variable view to named the column.
- c. Filling the name column with preexp in the first column and postexp in the second column precont in the third column and postcont in the fourth column.
- d. Filling the label column with pre-test experiment in the first column and post-test experiment in the second column pre-test control in the third column and post-test control in the fourth column.
- e. Click the data view to add the data
- f. Add the data
- g. Click analyze –compare means – paired sample test.
- h. Add result to dependent list and class to factor list.
- i. Click options - continue
- j. Click OK.

The t-test result could be seen in the table bellow:

Table 4. Paired Samples Test

		Paired Differences			95% Interval Difference		Confidence of the	T	Df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Mean	Lower	Upper				
Pair 1	Pre-Test Experimental Post-Test Experimental	-13.333	2.390	.398	-14.142	-12.525		-33.466	35	.000
Pair 2	Pre-Test Control - Post-Test Control	-13.194	2.436	.406	-14.019	-12.370		-32.503	35	.000

The statistics hypothesis as follow:

H_a : There is significant effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanasalam Lebak-Banten.

H_0 : There is no significant effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanasalam Lebak-Banten.

Discussion

The test in this research conducted to know the effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanalasam Lebak-Banten.

The previous research similarities and differences with this research. This similarity is obtained from knowing the effect and effectiveness of the charades game towards students vocabulary mastery student class. The previous research used a classroom action research design, whereas this research will use a quasi-experimental design with pre-test and post-test designs to conduct the research.

The researcher found the effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanalasam Lebak-Banten. The researcher tested an instrument at school with similar grade before conducting this research. There was one instruction was tested. The researcher conducted a validity test and reliability test after obtaining the result of the instrument test. One every one instruction that were examined for validity passed the test. The researcher conducted a reliability test after conducting the validity test.

According to Creswell, et al (2015) "Reliability instrument is referring to the consistency or repeatability of an instrument produced the same data. A good measure should be both valid (measure that it's supposed to measure) and reliable (the results are dependable) The data declared reliable if the value of $\alpha > r_{table}$ =reliable, while the value of $\alpha < r_{table}$ =unreliable, the result of the reliability test was $0,637 >$, so the instrument was reliable. The instrument that had passed the validity and reliability test was used as an instrument for pre-test and post-test in both the experimental class and control class.

After conducted the instrument test, the researcher conducted a pre-test, is aims to find out students' initial knowledge before being given treatment in both classes, after conducting the pre-test the researcher will conduct treatment in four meetings, in this step, the researcher used charades game towards students vocabulary mastery in the experimental class, while researcher used lecture as learning strategy in the control class. The purposed of effect of Charades Game Towards Students' of Vocabulary Mastery, because of that the researcher chose Charades game towards students vocabulary mastery because researchers hope it will be more interesting and easier to learned.

After the treatment was carried out in two classes, the researcher does a post-test administered in both the experimental and control classes to determine the students' improvement in reading comprehension ability after through treatment, researchers used SPSS 22 to analyze data. Test the hypothesis in this study using t-test analysis. Before To carry out this research analysis, it is necessary to carry out the prerequisites for research analysis which includes the normality test and homogeneity test.

From the results of this study, the average pre-test value was obtained by students of class VIII A MTs Mathla'ul Anwar Binuangeun as an experimental class is 55.83 low than 55.92 Mean score of class VIII B as the control class. The highest pre- test

score in the experimental class is 70 and the lowest pre-test score in the experimental class was 40, while the highest pre-test value in the control class was 70 and the lowest pre-test value in the control class is 40. So, the distribution of pre-test scores in the experimental class was low than that of the control class. Furthermore, the average post-test score for the experimental class was 65.83 higher than the average value of the control class 66.11. Highest rating of the post-test in the experimental class was 85 and the lowest post-test score in the class experimental class was 50, while the post-test the lowest score in the control class was 50. Those means the distribution of posttest scores are higher in the experimental group than in the control group.

Before the researcher did the hypothesis test the researcher should did normality and homogeneity test, in this research the normality test used a Kolmogorov-Smirnov test by using SPSS 22 for program windows with the criteria: If the significance value of $\text{sig} > 0.05$ the data is normally distributed, while If the significance value of $\text{sig} < 0.05$ the data is not normally distributed. The homogeneity test in this research used Levene test by using SPSS 22 for program windows with the criteria: If the significance value of $\text{sig} > 0.05$ the data is homogenous, while if the significance value of $\text{sig} < 0.05$ the data is not homogenous.

Based on the results of the study, it was shown that the experimental pre- test was $\text{sig } 0.146 > 0.05$ data is normally distributed, post-test $\text{sig } 0.066 > 0.05$ the data is normally distributed, the pretest control sig is $0.045 > 0.05$ for the data normally distributed, and the last is the post-test control sig is $0.030 > 0.05$ the data is normally distributed, if the data is normally distributed it will be carried out homogeneity test. Researchers compared the results of the pre-test and post-test homogeneity test results, both classes show homogeneity test results that the pre-test value between the experimental and control classes is $\text{sig} > 0.05$, so the data is homogeneous, the table above states that the score post-test homogeneity between the experimental and control classes is $\text{sig} > 0.05$, so the data is homogeneous, based on the results of the two data Pre-test and post-test are homogeneous.

Hypothesis test, often also called the t test, The final set of test data for this study is this hypothesis test.

In this study the hypothesis test used is statistical test (T-test) paired sample test (pre-test and post-test on experimental class and pre-test and post- test in the control class) using SPSS 22 program for window with criteria: If $\text{sig} \text{ (2-tailed)} < 0.05$, H_0 rejected and H_a accepted, otherwise if $\text{sig} \text{ (2-tailed)} > 0.05$ then H_0 accepted and H_a rejected.

Based on the results of the t test the researcher obtained a score of $0.00 < 0.05$ so that the alternative hypothesis (H_a) " There is significant effect of Charades Game Towards Students of Vocabulary Mastery at the eighth grade students of Mts Mathla'ul Anwar Binuangeun Wanasalam Lebak-banten in Academic Year 2023/2024" is accepted.

On the other hand, the null hypothesis (H_0) " There is significant effect effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanalasam Lebak-Banten.

The Of effect of Charades Game Towards Students' of Vocabulary Mastery at the Grade Students of MTs Mathla'ul Anwar Binuangeun Wanalasam Lebak-Banten. " is rejected.

Based on the result above, the researcher concluded to there is significant effect of Charades Game Towards Students' of Vocabulary Mastery at the Eighth grade Students of Mts Mathla'ul Anwar Binuangen.

Conclusions

This study reveals that the symbol of the beast in Revelation 13:1 represents worldly powers opposed to God and seeking to oppress His people. This symbol holds significant theological meaning, particularly in the context of the persecution faced by the Christian community under the Roman Empire, while also serving as a warning for Christians to remain steadfast in their faith. This study contributes to the literature on apocalyptic symbolism, showing that seemingly powerful worldly forces will ultimately submit to divine judgment. As a recommendation, future research could explore apocalyptic symbolism in the context of modern cultural and worldly powers to enrich understanding of the relevance of apocalyptic texts for contemporary readers, as well as highlight the spiritual response expected from believers in facing the challenges of worldly powers, which could provide new insights in biblical theology studies.

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